

TITLE I, PART A TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

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Every Student Succeeds Act (ESSA)

- ESEA was reauthorized as Every Student Achieves Act (ESSA) on December 10, 2015.
- Consolidated Appropriations Act, 2016 (signed on December 18, 2015)
- Title I will continue to operate in the 2016-2017 school year under the current plans, procedures, and requirements.
- DPI has some guidance from USDE for implementing regulations but more information is expected to be forthcoming.



Every Student Succeeds Act

- **An ESSA change worth noting:**

States have the discretion to grant a waiver to allow a Title I school to operate a Schoolwide program without meeting the 40% poverty threshold. *Section 1114 (a)(1)(B) and 1114 (b)(6)*



Session Outcomes

By the end of this session, participants will be able to:

1. distinguish between a Title I schoolwide program (SWP) and a Title I program in a targeted assistance school (TAS), and
2. understand the current guidelines for allowable costs for TAS and the allowable costs for SWP.



Types of Title I Programs

Targeted Assistance

Title I services are provided to a select group of children.

Eligible children identified as those with the greatest academic need (failing, or most at risk of failing) the state's academic achievement standards.

Schoolwide

All staff, students, and resources are part of the Title I schoolwide program.

The SWP is a comprehensive reform strategy designed to upgrade the entire educational program in order to improve the achievement of the lowest achieving students.



Goals of Title I Programs

Targeted Assistance

*Improve teaching and learning to enable **targeted** students to meet challenging state performance standards which may include resources necessary to provide a well rounded education.*

Schoolwide

*Upgrade the entire educational program for **all** students based upon the school's comprehensive plan.*



How do I know if schools are TAS or SWP?

Using Grade Span Poverty Average
 Fewer than 1,000 Students Exemption
 One School per Grade Span Exemption

Funding to Eligible Schools
 Services

\$248,780.00

Grade Span	Percent Low Income	125% PPA Flexibili...	Except.. Name	Eligibi...	Progr... Type	Per Pupil Amount	Public Allocat..	Private Allocat..	Total Allocat..
K4-05	40.37 %	No		E	Schoolwide	\$956.84	\$237,296.32	\$11,482.08	\$248,778.40
06-08	34.45 %	No		E	Targeted Assistance	\$0.00	\$0.00	\$0.00	\$0.00
09-12	27.87 %	No		E	Targeted Assistance	\$0.00	\$0.00	\$0.00	\$0.00
						Amount of Funds Allocated to Public School Attendance Areas	\$237,296.32	\$11,482.08	\$248,778.40

Note: this is hypothetical data.



Who are “Title I eligible” students?

Targeted Assistance

Title I students are identified through a multi-step process.

Schools must first use multiple academic measures to identify eligible students.

Then schools rank students according to academic need.

Schoolwide

All students are Title I students.

Schools are not required to rank students for services. The SWP upgrades the educational program for all students while addressing the needs of the lowest achieving students.



Qualifiers for Title I Student Service Delivery

Targeted Assistance

Title I teachers and paraprofessionals provide intensive supplemental instruction and/or interventions to targeted students.

Schoolwide

Any practices and staffing identified in the schoolwide plan in order to create high levels of academic achievement for all students in the school.



Examples

Targeted Assistance

- Push-in model
- Pull-out model
- Before/after school programs
- Summer school

Schoolwide

- Push-in model
- Pull-out model
- Before/After school programs
- Summer school
- Class-size reduction
- Upgrading curriculum
- Formative assessments
- Universal screeners
- PBIS

Title I Staff Qualifications for Instructional Services

Teachers

Title I teachers must hold a valid license in the content area they are teaching at the time of hire.

Example: a teacher who holds an elementary license in regular education is qualified to teach in the core academic areas (Language Arts, Mathematics, Science, and Social Studies) in elementary grades.



Title I Staff Qualifications for Instructional Services

Teachers

A 316 Reading License is required:

- if the individual teaches more than one class of reading per day;
- if the reading assignment is part of a Title I targeted assistance program; or
- if the reading assignment is part of a reading intervention program (not part of a self-contained classroom).



Title I Staff Qualifications for Instructional Services

English Language positions budget combinations
in WISEgrants



Title I Staff Qualifications for Instructional Services

Teachers

- There is no separate elementary math license for math instruction or math coaching.
- If the individual is teaching high school math or coaching high school math teachers, the individual must hold a math license (400) at the time of hire.



Title I Staff Qualifications for Instructional Services

Paraprofessionals

Paraprofessionals must meet these requirements at the time of hire:

- A high school diploma **and**:
 - have completed two years of post-secondary education (48 credits), or
 - have an associate's degree, or
 - have met a rigorous standard of quality and demonstrated knowledge of, and ability to assist in instruction in reading, writing or mathematics, or reading, writing or math readiness.



Title I Staff Qualifications for Instructional Services

Paraprofessionals

- Paraprofessionals provide instructional support services under the direct supervision of a teacher with a valid license in the content area they are teaching
- Staff who hold a special education paraprofessional license do not necessarily meet the Title I requirements for instructional support.

Program Aides

- Program Aides provide non-instructional support (i.e. clerical, personal care services, cafeteria/playground supervision) and are not considered paraprofessionals. They are not required to meet the same standards as paraprofessionals.



Title I Staff Qualifications for Instructional Services

Targeted Assistance

Teachers funded by Title I must hold a valid state license in the instruction they are providing. Paraprofessionals funded by Title I must meet the requirements listed on Slide 15.

Schoolwide

All teachers, regardless of funding source, must hold a valid state license in the instruction or instructional support they are providing. All paraprofessionals in a schoolwide program must meet the requirements listed on Slide 15



Title I Parent and Family Engagement

Targeted Assistance

For parents & families of Title I students

Schoolwide

For all parents



Parent and Family Engagement: ESSA Requirements

Schools districts will:

- **involve** parents in the activities of Title I schools
- **conduct** outreach to **all** parents and families
- **jointly develop** written policies, district plan
- **link** family and community engagement to other programs
- **improve** programs based on evaluation findings
- **build** dual capacity for involvement to effectively engage parents & families



Parent and Family Engagement: Written Policy

Parent & family engagement policy involvement should:

- be **jointly developed** with, agreed upon and distributed to parents and families
- **convene an annual meeting**, at a convenient time to inform and explain program requirements and rights of parents
- **on-going involvement of parents & families** to plan, review and improve schoolwide program plan
- **include parent comments** if the school district plan is not satisfactory to parents when submitting to the state



Parent and Family Engagement: School Parent Compact

Shared responsibility for high student achievement:

- **describe** shared responsibility, and
- **include** regular two-way, meaningful communication between family members and school, and to the extent practicable, in a language that family members can understand.



Parent and Family Engagement: Use of Funds

- **Involvement** of parents & families members of children receiving Title I services in decisions how funds are reserved.
- **Provide** professional development for teachers, principals, parents & family members, other related district and school level staff.
- **Support** programs to reach parents & families at home, in the community and at school.
- **Consider** sub-grants to schools to collaborate with community based and other related organizations successful in improving and increasing parent & family engagement.



Use of Funds: Parent and Family Engagement

What expenses for parent events may be paid for with Title I funds?

Expenses may include:

- communication (flyers, postage, etc.)
- translation and interpretation services
- general supplies and light snacks
- childcare
- transportation for parents
- stipends for professional and paraprofessional staff

Targeted Assistance

For parents of Title I students

Schoolwide

For all parents

Title I Parent and Family Engagement

What are some practices that you currently have in place?

In what ways can you move from Parent Involvement to Parent and Family Engagement?



What are the requirements for Professional Development?

LEAs must develop a high-quality professional development plan that is:

- based on the needs assessment,
- aligned to school and district goals, and
- evaluated.

One-day or short-term workshops or conferences can only be considered high-quality professional development if they are part of a comprehensive plan and include follow-up activities.



Who can participate in Professional Development paid for with Title I funds?

Targeted Assistance

Administrators, teachers, and other staff who work with Title I students

All school staff in targeted assistance schools may participate, if such participation will result in better addressing the needs of participating Title I students.

Schoolwide

All school staff

Allowable Professional Development Activities

Title I professional development activities include:

- in-house trainings by outside experts or qualified, trained staff, and follow-up planning by teams of instructional staff,
- outside conferences and trainings, and follow-up planning by teams of instructional staff,
- mentoring and coaching programs by facilitators and/or teams,
- data analysis and technology training,
- parent and family engagement strategies, and
- training in strategies to instruct children who are English learners and children with special needs.



Questions?

Title I Targeted Assistance Website
<http://dpi.wi.gov/title-i/targeted-assistance>

Title I Schoolwide Website
<http://dpi.wi.gov/title-i/schoolwide-program>

ESSA
<http://dpi.wi.gov/esea/new-items-interest>

Title I Education Consultant Directory
<http://dpi.wi.gov/title-i/consultant-directory>

Title I Network Coordinators
<http://dpi.wi.gov/title-i/network/contacts>